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UNIVERSITY OF ALBERTA

THOUGHTS OF LEAVING TEACHING

BY

JUDITH PATRICIA CAMPBELL

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A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfilment of the requirements for the degree of

MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

Edmonton, Alberta

SPRING, 1993

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April 8, 1993

ABSTRACT

This study explores the phenomenon of leaving teaching using aspects of grounded theory development methodology to develop relevant questions and queries regarding this experience.

Data from a survey of 35 respondents (presently teaching) and one in-depth interview (an individual who voluntarily left teaching) were used. Nine categories of reasons for considering leaving the profession of teaching were identified, described, defined, and tested. The categories are: Advancement, Challenge, Finances, Home, Management, Students, Value, Working conditions, and Stress. A collection of issues, concerns, and questions relative to further research on this topic were generated.

ACKNOWLEDGEMENTS

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CHAPTER 1

Introduction

Leaving Teaching - Issues and Questions

Throughout life, people leave. Life is a process, a continuum of changes and adjustments. The beginning of many new actions and experiences involves the "leaving" of the old or existent actions and experiences.

There are many conditions of leaving. People may leave voluntarily or be forced into leaving; they may leave or be left. The leaving may be a consequence of environmental or social changes around them; the "leaving" may also be part of the aging or maturation process.

The issue to be explored in this study is one facet of the experience of "leaving", the thoughts about the phenomenon of "voluntarily leaving teaching" as seen in the minds of those who have thought about leaving the occupation of teacher.

Using some of the techniques of generating grounded theory, conceptual generalizations may arise to explain questions about thoughts of leaving such as:

* Do individuals who think about leaving have a variety of thoughts about or reasons to leave? Are there certain identifiable collections of thoughts about leaving teaching? Or does each person experience a totally unique

process? Do people think about leaving in different ways?

* What, if any, other thoughts balance those of leaving? What thoughts do people have about staying?

* Do thoughts of leaving focus on leaving in order to get something better or in order to leave something behind?

* Are there elements, behaviours, or characteristics of thinking about leaving teaching common to most people?

Grounded Theory Development - Issues and Questions

This study will also explore the utilization of grounded theory development techniques in educational administration research. The experience of the researcher will, as the process of developing grounded theory unfolds, serve to provide one more perspective on the use of aspects of this inductive research method in the arena of educational administration.

Questions and inquiries about this methodology as it applies to this specific area of study may encompass concerns such as the following:

* Can the beginning researcher successfully employ the techniques which can result in the development of grounded theory?

* Can areas of interest within the field of educational administration be explored using aspects of this methodology?

The very essence of inductive research, in particular grounded theory, dictates that an on-going exploration of the data will lead to the creation of research questions and statements of problems, issues, or concerns. Therefore, more research questions are likely to emerge as the research process unfolds.

Significance of the Study

Little research-based information about the phenomenon of "leaving teaching" exists at present. In particular, little relevant information is available and accessible to those people who are leaving, wishing to leave, or thinking about leaving the occupation of teaching. The provision of this type of information is one contribution of this grounded theory research.

This study provides information about the phenomenon of leaving teaching. Some of the collected data reflect a variety of thoughts about leaving teaching, including the commonly considered reasons for leaving. Some of the data provide case study style material which relate the experiences of an individual who has left teaching. Individuals in the "leaving" action of teaching may find these data to be informative, intriguing, eye-opening, cautionary, supportive, or a combination of these responses.

As more theoretically oriented questions emerged from

this study, they offered a more generalized framework in which to view "leaving." Emergent questions may have potential application to "leaving" administrators and other "leaving" workers including retiring and early retiring individuals. Replication and further studies of these areas should extend this area of research in the field of educational administration.

The results of the study have real life practicality. In today's world of education, some "leaving" teachers do so with little knowledge and only vague expectations about the experience. Some teachers, who desire to leave, end up staying while some school systems provide these dissatisfied teachers with professional development and inservicing to retrain in a different subject area or area of expertise. Perhaps both parties could be better served with information, counselling, and support for the process of making a "leaving" decision.

Counselling for leaving an occupation can certainly be considered one form of individual professional development. As the decisions to retrain a staff member, or to pursue retraining within one's present occupation are certainly financially significant, the results of this study may have implications for such financial decisions. Possible directions and suggestions could result in money being better spent and more happily earned.

The exploration of the use of aspects of grounded theory methodology in the field of educational administration has

several implications for research in this area. Grounded theory development has the potential to provide "real-life" descriptions of individual experiences with which most people in the occupation of teaching can identify. The possible concepts and theories that arise from these actual accounts may seem more plausible and acceptable to those who would ultimately benefit from them. Any move to acceptance of sound research-based materials into the real-life world of the teacher would be of great significance.

Assumptions

For the purpose of this study, the following assumptions have been made:

1. that thorough and conscientious analysis of data can legitimately lead to the formation of concepts, explanations, and, ultimately, theories which relate closely to the situations and experiences explored;
2. that the interpretations and results of the research are the products of an interaction between the phenomena and the researcher. This is the case both for the exploration of leaving as well as the exploration of the use of the grounded theory methodology;
3. that the real world is a complex place and that experiencing life is a complex experience. Theories that truly reflect the real world will, themselves, be

complex. Complexity is a necessary attribute of grounded theory; extreme complexity adds to artificiality as does oversimplification;

4. that volunteer respondents will be willing to relate experiences, share thoughts, express opinions, and reveal emotional responses to the experiences of thinking about leaving teaching and the actual leaving of teaching;
5. that personal accounts, responses, and face-to-face interview situations, established and maintained with the least amount of stress possible, will result in the gathering of relevant and rich data;
6. that the methodological techniques will develop and evolve as the study progresses. Only this style of growth in the research experience will allow as many ideas as possible to develop; and,
7. that the use of the grounded theory methodology can result in sound interpretations from a unique perspective and useful theoretical explanations.

Delimitations of the Study

In essence, delimitations must be avoided by the researcher in the initial stages of grounded theory development as they are the antithesis of the framework of such a methodology.

As concepts were recognized in data and as the sample

grew, the delimitations become more obvious to the researcher. The majority of the delimitations were determined throughout the process of the study. However, one delimitation could be acknowledged initially: this study focused on persons who were thinking about leaving the occupation of teaching or had voluntarily left the occupation of teaching.

Limitations of the Study

This study is limited by the small group of respondents to be used for the data collection. The size may well be a strength for the methodological approach; however, it does not truly constitute a traditional sample and thus is a design limitation.

As well, the study is limited by the skills and knowledge of the researcher as well as the availability of existing grounded theory research projects from which the researcher can learn.

The study is limited also by the very nature of the human subjects involved. Very personal details may be withheld; memories may colour or bias the reporting of actual situations, events, and responses.

The study is limited by the recording, analysis, and interpretations of the data by the researcher. With this type of study, the perceptions of the researcher determine the characteristics to be studied, the concepts to be employed,

and the results to be interpreted. Such researcher involvement with the phenomena must be considered to be the resulting product.

Validity of the Study

This study utilized multiple methods of study, resulting in triangulated, or composite, outcomes. While these outcomes are not to be considered a complete picture of the thoughts of leaving teaching, they are reasonably grounded and can be considered valid. As well, the questions used in the survey and the interview guide are considered to have face validity.

Definitions of Terms

Concepts are defined as the process of data analysis and theory synthesis occur. Prior to the appearance of a concept, it cannot be defined. Thus, the sole definition given here, while itself tentative at best, serves to provide only a foundation for the issue to be explored in this research:

leaving - going away, departing from.

An operational definition of the participants developed as these respondents were interviewed and is reported in the findings chapters.

Ethical Considerations

Prior to obtaining consent, the researcher informed each participant of the purpose and structural development of this study. As the respondents were volunteers, they participated only if willing and were permitted to withdraw from the study at any time.

Grounded theory development requires thick description which must be supplied by the respondents. As these data may be of a highly personal nature, respondents were assured anonymity. Quotations from the interview and questionnaires were used but sources were not identified. Only a general description of the respondents was given. The voluntary nature of the involvement of the respondents was stressed, both to the respondents and the readers of the resultant works.

Also, the study was approved by the Ethics Review Committee of the Department of Educational Administration, University of Alberta.

Researcher Preparation

The process of grounded theory development begins with the first data-gathering activity and the initial analysis of this material. Therefore, a traditional type of pilot study was both undesirable and virtually impossible as it would have actually served as the beginning of the research process. The methodology of the research using the topic of "leaving

teaching" could not be practised or tested as the experience would have been, by definition of grounded theory development, a part of the process and a contribution to the data collection.

It was necessary, however, to prepare the researcher for the task of interviewing respondents. The topic itself could not be used for practice but the researcher prepared herself with a an initial review of topic-related literature. This served to enhance the development of interview questions.

As well, the researcher refined her skills of semi-structured interviewing by interviewing, for an unrelated project, five respondents. A semi-structured interview format was utilized. This provided an opportunity for the development of interviewing techniques without the potential harmful effects on the exploration of the actual research topic. This activity was carried out prior to participant selection and interview scheduling for this major study.

CHAPTER 2

Methodology

Choice of Method

This study explores the phenomenon of "thinking about leaving teaching". Integral to this exploration is the methodology chosen, the development of grounded theory through an inductive research strategy.

This method of research can help to make visible a complex phenomenon such as the lifeworld of an individual who contemplates leaving, and perhaps chooses to leave, an occupation such as teaching. Study of only those individuals who have left teaching would be an oversimplified approach to the exploration of "leaving teaching" as it would not serve to acknowledge the importance of the "present" thoughts one has while one is actually making a decision. This research method can effectively "freeze frame" the thoughts of a potential leaver.

Description of Method

An inductive research methodology was used in an attempt to discover and begin to develop generalizations, concepts, and themes which may lead to theory from data. This inductive perspective allows the researcher an opportunity to explore in depth the personal experiences, thoughts, and reflections of

persons who have thought about leaving teaching.

The complete methodology, one of process, can be best delineated with the set of nine stages as developed by Glaser and Strauss:

1. Develop categories.
   Use the data available to develop labelled categories which fit the data closely.
2. Saturate categories.
   Accumulate examples of a category until it is clear what future instances would be located in this category.
3. Abstract definitions.
   Abstract a definition of the category by stating in a general form the criteria for putting further instances into this category.
4. Use the definitions.
   Use the definitions as a guide to emerging features of importance in further fieldwork, and as a stimulus to theoretical reflection.
5. Exploit categories fully.
   Be aware of additional categories suggested by those you have produced, their inverse, their opposite, more specific and more general instances.
6. Note, develop, and follow-up links between categories.
   Begin to note relationships and develop hypotheses about the links between the categories.
7. Consider the conditions under which the links hold.
   Examine any apparent or hypothesized relationships and try to specify the conditions.
8. Make connections, where relevant, to existing theory.
   Build bridges to existing work at this stage, rather than at the outset of the research.
9. Use extreme comparisons to the maximum to test emerging relationships.
   Identify the key variables and dimensions and see whether the relationship holds at the extremes of these variables.

(Turner, 1981: 231)

The complete process can be viewed as a funnelling from data to theory. Broad questions are developed as general information and data are gathered. Continual checking for verification of concepts, themes, and issues and probing of the data for these are emphasized throughout the

process. Confirmation of themes, concepts, and perhaps emergent theories will occur as the research and analysis progress. This process incorporates a time element, the length of which is usually determined by the researcher (Owens, 1982: 12).

This research document focuses on the five initial stages of the Glaser and Strauss methodology. The object of this study is the development of well explored and saturated categories, formulation of concise, informative, and useful definitions, and generation of a collection of issues, concerns, and questions relative to further inductive research on this topic. The process used by this researcher will reflect the initial major steps of the grounded theory development process as a method of funnelling from real data to useful theory.

Limitations of Method

While the method chosen allows exploration of the actual expressed thoughts of individuals, it is also limited by those very reports and the perceptions of those very people. As well, there are few subjects in the sample, and each subject is a function of the time, space, and mental set of that individual during the time of sampling. The information gathered and theories tested may only be useful to the specific sample.

Advantages of Method

One of the difficulties in looking at the reasons that people choose to do something is that often the "hindsight" approach is used. Information is gathered by asking people, after their choice has been made, why they made that choice. This researcher believes that such information does not provide the reasons that one does something; rather, it provides only the reasons that they thought they did it. For example, the reasons for leaving teaching, given by a person who has left teaching and has had some length of time, however short, to reflect and test those reasons, provides only the reasons that one left and these may not be the actual motivating reasons for leaving. "Why we do something" and "why we think we chose to do something after it has been done" are probably two very different factors.

This method allows the researcher to look at the possible motivating factors during the process of thinking about leaving. This information will be more useful to those interested in intervening or assisting in the leaving process and to those who wish affirmation of their thoughts of leaving.

The Research Plan

The researcher began by reviewing studies such as the

Parker and Gehrke (1986) investigation of teacher decision making. These and other such studies use grounded theory development methods and served as practical examples of this methodology.

As well, studies and articles which dealt with techniques used in this methodology were reviewed for information related to the work of this researcher. The Griffin study (1981) supported the use of interviewing techniques for data collection from one individual. Desruisse (1984) outlined a preparation plan for interviewing and emphasized the need for well-developed listening skills.

In order to take the first step in grounded theory development, the researcher needed to focus on and gather information about the phenomenon in question. While some literature was reviewed prior to the first stage of the research, grounded theory development methodology demanded that the review of literature be an ongoing aspect of the process rather than an initial focus. Indeed, too much preliminary literature review might serve to focus the researcher prematurely on already prescribed categories. This would have, in effect, limited the researcher in the development of categories from the data itself. However, some initial literature review was necessary in order to focus the researcher and fine tune a sensitivity to the possible issues, concepts, and themes relevant to the phenomenon being studied.

A survey questionnaire was chosen as the initial data

collection method. While this might, at first glance, seem to be a "quantitative method" approach, the questionnaire format was chosen as an expedient method of gathering personal information. "A questionnaire can be a useful personal document in qualitative research addressing subjective perceptions of persons....A questionnaire is defined as a personal document when the research participant controls the wording of the answers" (Blase and Pajak, 1986: 309).

Data analysis began with the material provided by the survey respondents. Categories were created and category labels were made more specific as the number of examples increased. As many examples as possible were used so that each category was saturated, the stage of concept development where a concept could be recognized in new material when it appeared. At this point, the researcher was able to classify new phenomena into an existing category although concepts reached this stage of development at different times in the process.

Definitions were written for the identified categories; these definitions were tested by applying them to the data from the in-depth interview through analysis of the transcript. The development of categories of reasons for leaving was the researcher's focus. At its completion, this research process led to the development of a set of categories and some questions on which to base further research.

Table 1: The Research Plan

RESEARCH ACTION	STAGE of Grounded Theory Development
1. preliminary literature review: - leaving/career transition - leaving teaching - grounded theory development 2. develop survey questionnaire 3. administer survey 4. analyze "major reason" survey results to determine initial categories	DEVELOP CATEGORIES
5. test the categories by applying them to "possible reason" survey results; adjust as necessary	SATURATE CATEGORIES
6. write definitions for each category	ABSTRACT DEFINITIONS
7. develop in-depth interview questionnaire 8. carry out in-depth interview 9. test the categories by applying them to the in-depth interview; adjust as necessary	USE THE DEFINITIONS
10. test the categories against survey reasons for staying in teaching 11. test the categories with the benefits of leaving	EXPLOIT THE CATEGORIES FULLY
12. formulate questions and outline concerns for further consideration and research	

Summary

In this study the grounded theory development aspects of the Glaser and Strauss method were used to explore the phenomenon of thinking about leaving teaching. The researcher did not want to study the thoughts that individuals, who have left teaching, might consider as the reasons for having left.

Rather, the researcher chose this inductive research process which facilitated a glimpse at the thoughts, of currently teaching individuals, about leaving teaching.

Survey questionnaires and an intensive interview formed the basis of data for the development and definition of categories of reasons for leaving teaching. These categories provided a basis for some useful insights into possible considerations and questions relevant to the thoughts about and actions toward leaving teaching.

CHAPTER 3

Developing the Categories

> 1. DEVELOP CATEGORIES
> Use the data available to develop labelled categories which fit the data closely.
> (Turner, 1981: 231)

Rationale

In order to take the first step in grounded theory development, the researcher needed to focus on and gather information about the phenomenon in question. To do this, the researcher carried out an initial literature review. Given the conditions, discussed previously, of a literature review's impact on the process, the preliminary literature focused only on leaving/career transition and leaving teaching.

After the literature review the researcher needed to develop and implement a method of initial data collection. A survey questionnaire was chosen as the initial collection method. Using the information gathered by the researcher, labelled categories were developed.

The Preliminary Literature Review

In his notable work, The Seasons of a Man's Life (1978) Daniel Levinson discusses a marker event as any event which

has a notable impact on a man's life and requires adaptation. He notes that quitting a job is such an event. "A man's work is the primary base for his life in society" (Levinson, 1978: 45).

The importance of an occupation is that it has consequences for the self. Two very basic and vital statements indicate this:

> At best, his occupation permits the fulfilment of basic values and life goals. At worst, a man's work over the years is oppressive and corrupting, and contributes to a growing alienation from self, work and society.
>
> Over a span of years, a man chooses and forms an occupation. All men make one or more changes, some of them quite marked, within the original occupation or from one occupation to another. A man's occupation places him within a particular socioeconomic level and work world. It exerts a powerful influence upon the options available to him, the choices he makes among them, and his possibilities for advancement and satisfaction. His work world also influences the choices he makes in other spheres of life.
>
> (Levinson, 1978: 45)

A termination, such as the leaving of a job, is a process of separation and loss. When a termination has great meaning "I experience a profound loss and must come to terms with painful feelings of abandonment, grief and rage" (Levinson, 1978: 50). These feelings are internalized over time and the relationship with the lost object is continued, but now in an internalized form.

There is a transition phase when an important termination has been experienced by an individual.

> The task of developmental transition is to terminate a time in one's life:to accept the losses the termination entails; to review and evaluate the past; to decide which aspects of the past to keep and which to reject; and to consider one's wishes and possibilities for the future.
> As the transition comes to an end, it is time to make crucial choices, to give these choices meaning and commitment, and to start building a life structure around them. The choices mark the beginning of the next period.
>
> (Levinson, 1978: 52)

Clearly the effect of one's occupation and the leaving of that occupation - even thoughts about leaving that occupation - can play a significant role in the sense of oneself and one's perception of life's meaning.

But how does this relate directly to teachers? There are some, although not many, research-based indications. Some teachers feel discontented in their chosen profession. Moracco (1983) found that 52 percent of the teachers surveyed would not choose the occupation of teaching again if they had to remake the choice. These teachers were absent more often than others and they reported that stress was a factor in their absences.

Some teachers consider a career change but do not take action. Garcia (1983) studied vocational teachers and found that many sought a career change because of a desire for a higher salary. The teachers cited the lack of financial security as a major obstacle in a career change.

Some teachers do leave the job of teaching. A study done by Henton (1983) found that career changers were looking for increased challenge. They reported that career change affected

time utilization and family relationships.

So what moves a teacher to leave the profession? What are a teacher's thoughts about leaving?

The Survey

The Questionnaire

As the focus of this research was "the thoughts about leaving teaching", it was appropriate to question teachers who were still teaching about their thoughts of leaving. To that end, a questionnaire (see Appendix A: Survey Questionnaire) was developed to gather data from a group of teachers in the profession.

Numerous drafts of the questionnaire were produced by the researcher prior to the choice of the final layout and format. Ease of reading and responding as well as length/brevity issues were considered; the final format reflects a compromise of these concerns.

Research Procedures

"Leaving Teaching" questionnaires were completed by 35 individuals who were currently teaching in an Edmonton senior high school. The researcher administered the instrument. The subjects were informed of the confidentiality and volunteer aspects of the study and an explanation of the related major study and the purpose of the questionnaire was given.

The Subjects

A fairly even sample of males and females was included in the study with the majority of teachers falling into the age category of 36 to 45 years of age.

Table 2: Gender of Survey Sample

	#Ss	%Ss
males	16	45.7%
females	19	54.3%
TOTAL	35 participants	

Table 3: Age of Survey Sample

Age	#Ss	%Ss
20-35 years	11	31.4%
36-45 years	19	54.3%
46-55 years	5	14.3%
TOTAL	35 participants	

Most teachers had between 4 to 6 years of post-secondary education (89%) and most of them were presently teaching at the senior high school level (74.3%). However, the years spent in teaching ranged from 2 years to 35 years of experience with a mean of 14.5 years experience. Over half of the teachers sampled had 10 to 20 years of teaching experience.

Table 4: Post-Secondary Education of Survey Sample

	#Ss	%Ss
4 years	9	25.7%
5 years	9	25.7%
6 years	13	37.1%
7 years	3	8.6%
9 years	1	2.9%
Mean of 5.4 years		

The range of experience also extended to the grade levels taught; this was an experienced group of teachers. While 74.3% of the sample had senior high school teaching experience, over half the sample (57%) also had junior high school teaching experience and about one third of the sample had elementary school teaching experience at either the Division One or Two level.

Table 5: Teaching Experience of Survey Sample

Kindergarten-grade 3	28.6%
Grades 4-6	34.3%
Grades 7-9	57.1%
Grades 10-12	74.3%
special programming	20.0%
(Note: Many teachers had experience at more than one level)	

Senior high school was the level preferred by most of the sample (69%) for many reasons including the maturity of students (13%), the more interesting subject matter (17%), the training or personality of the teacher was judged by that teacher to be best suited to this level (9%), and the motivation of the students (9%).

When teachers were asked to indicate their least favourite level to teach, a full 20% made no choice. Of the 28 people who responded to the question, 46% least favoured Kindergarten to grade 3 and 43% least favoured grades 7 to 9. Reasons for choosing a level as least favourite included poor behaviour/unruly difficult students (17%), don't know what to do with students (14%), students not mature enough (14%), and students more demanding/must act as parent (14%).

Survey Data about Leaving Teaching

When the teachers were asked to indicate whether they had ever contemplated leaving the profession of teaching, 25 subjects (70.6%) indicated that they had thought about leaving at some time during their career while 10 individuals (29.4%) had not considered thoughts of leaving.

While the vast majority of teachers had considered leaving the profession within the past 5 years, about one third of the sample had thought about it during the present school year, and one fifth of the sample had considered leaving the profession in the last month. (The survey was done

just prior to Spring Break.)

Table 6: Frequency of Thoughts about Leaving

"When have you considered leaving?"	
Over the past 5 years	88%
During this school year	32%
During the past four weeks	20%
(Total participants = 25)	

Most thoughts of leaving were fleeting or lasted less than a month. Very few teachers constantly considered the option of leaving the profession.

Table 7: Duration of Thoughts about Leaving

Momentary	43.5%
Lasting a week to a month	52.2%
Constant	4.3%
(Total participants = 25)	

All the subjects were asked to indicate their general satisfaction with teaching. There were no respondents who indicated that they were very dissatisfied or did not know how they felt about teaching. Over half the subjects were satisfied with their teaching experience.

Table 8: General Satisfaction with Teaching

Don't know	-
Very dissatisfied	-
Somewhat dissatisfied	17.1%
Satisfied	54.3%
Very satisfied	28.6%
(Total participants = 35)	

Developing Categories with the Survey

Teachers who had considered leaving were asked to indicate the three things that would most likely cause them to leave. They were then asked to choose from their list "the one reason which was most likely to be the major influence in (their) decision to leave".

The teachers' responses (N=23) varied greatly. From this list of reasons, the researcher determined possible categories based on the similarities of responses (see Appendix B: Major Reasons to Leave Teaching: Survey Responses and Initial Category Assignment).

After the responses were coded with possible categories, the statements were resorted to fall under the headings which best reflected those categories. These groupings were then charted (Table 9: Initial Categories of Survey Results). No ranking or rating of categories was considered appropriate at

this stage of development.

Table 9: Initial Categories of Survey Results

A - Career Advancement - lack of opportunity for advancement - administrative promotion - restriction of position, no movement
C - Challenge - sense of adventure/new challenge/different career - change in career - new experiences
F - Financial/Job Security - having enough money to not have to work - inability to get a teaching position thus the need to find other employment
H - Staying Home/Family/Children - desire to stay home with family - demands on personal time - no opportunity to teach part-time. Will not return to full time teaching until my children are older. Too much work at night at home. - marriage/children
M - Administration/Management - incompetent administration - administrative garbage - philosophical directions of the district - the miasma of sloppy admin procedures and ineffective administrators

S - Students - lack of cooperation from certain students; inability or difficulty in matching students to suitable program - behaviour and negative attitude of students
V - Value, Usefulness - don't think the content and my method of teaching is of any future use to my students - feelings common to most subs of being ineffective, or "a babysitter"
W - Working Conditions - working conditions - class size, work load, management problems - lack of flexibility of time spent through the day i.e. bells, can never take extended lunch
X - Stress - stress - emotional/first year teacher

Summary

Four major actions were taken in the development of initial categories. A preliminary literature review was undertaken. Readings focused on leaving/career transition and leaving teaching. A survey questionnaire was then developed.

The survey was administered to a teacher sample of 35 individuals who were currently teaching at the senior high school level. Twenty-three of these teachers gave a major

reason that would influence a decision to leave teaching. These "major reason" survey results were analyzed to generate nine initial categories.

CHAPTER 4

Getting Useful Definitions

> 2. SATURATE CATEGORIES
> Accumulate examples of a category until it is clear what future instances would be located in this category.
> 3. ABSTRACT DEFINITIONS
> Abstract a definition of the category by stating in a general form the criteria for putting further instances into this category.
> 4. USE THE DEFINITIONS
> Use the definitions as a guide to emerging features of importance in further fieldwork, and as a stimulus to theoretical reflection.
> (Turner, 1981: 231)

Rationale

In order to move from data to theory, the proposed initial categories needed to be expanded upon, saturated, with new data until the meaning of each category became more clear. At this point, a definition for each category could be abstracted. This would allow each category to be more fully used and therefore more adequately tested with the objective of determining a set of useful definitions.

Saturating Categories with "Possible Reasons"

When teachers who had considered leaving were asked to indicate the three things that would most likely cause them to leave, they gave many different reasons (see Appendix C: Possible Reasons to Leave Teaching: Survey Responses).

The first action of the researcher was to apply the initially developed categories to the many responses of the survey subjects. This large collection of varied responses provided the ideal conditions for testing the usefulness of the nine categories.

In total, 67 "Possible Reasons" to leave teaching were given by survey respondents. The first sorting resulted in 42 responses fitting easily into existing categories.

Each unassigned response that remained after the first sorting, was reread, reflected upon, and reconsidered by the researcher. Reflection entailed consideration of the other possible reasons given by the same respondent to determine the distinctive meaning of each statement.

For example, one respondent gave the reasons "incompetence of some superiors" and "demands made by supervisors creating stress". On first sorting, the "incompetence of some superiors" was placed in the M - Administration/Management category. Rereading and consideration of both of the respondent's statements resulted in "demands made by supervisors creating stress" being placed in the X - Stress category.

Rereading, reflection, and reconsideration continued until all responses had been assigned to the existing categories.

Table 10: Categories Saturated with "Possible Reasons"

A - Career Advancement - lack of opportunity for advancement - administrative promotion - restriction of position, no movement
C - Challenge - sense of adventure/new challenge/different career - change in career - new experiences - desire to seek new challenges - opportunity to enter new challenging/ interesting career - boredom, need change and challenge but do not want administrative position - improvement in the business climate in the province - desire to travel more extensively - desire to move into another field of work - tired of routine - routine, boredom - would like to work with adults - career in 2nd profession
F - Financial/Job Security - having enough money to not have to work - inability to get a teaching position thus the need to find other employment - lack of opportunity to increase salary - I have reached the age of retirement

H - Staying Home/Family/Children

- desire to stay home with family
- demands on personal time
- no opportunity to teach part-time. Will not return to full time teaching until my children are older. Too much work at night at home.
- marriage/children
- marriage
- better options for other family members

M - Administration/Management

- incompetent administration
- administrative garbage
- philosophical directions of the district
- the miasma of sloppy admin procedures
- administrative pressure
- politics of education
- unreasonable administrative demands
- incompetence of some superiors
- lack of admin support in dealing with student discipline problems
- inconsistency of administration regarding policy and student discipline
- lack of administrative support
- nit picking by administration
- bureaucracy and pressure
- lack of communication between myself and the principal and other staff

S - Students

- behaviour and negative attitude of students
- no cooperation from some students; difficulty in matching students to suitable program
- negative attitude of many students toward education
- students who don't have to behave or learn to stay in school
- lack of parental responsibility for their child

V - Value, Usefulness

- don't think the content and my method of teaching is of any future use to my students
- feelings common to most subs of being ineffective, or "a babysitter"
- lack of incentive to do well and be recognized
- lack of job satisfaction
- teaching no longer important enough to me to put up with things I used to
- disillusioned with the education system/profession

W - Working Conditions

- working conditions - class size, work load, management problems
- lack of flexibility of time spent through the day i.e. bells, can never take extended lunch
- extracurricular demands
- increase in class size
- frustration with teaching situation
- loss of control over what I do in the classroom
- dumb colleagues

X - Stress

- stress - emotional/first year teacher
- stress/too many time demands
- stress level
- stress of teaching
- stress, stress
- stress
- demands made by supervisors creating stress
- fatigue
- fatigue/burnout

Another Category?

It was during this process that two response assignments,

"politics of education" and "disillusioned with the education system/profession", concerned the researcher. While these responses had been placed into the categories M - Administration/Management and V - Value, Usefulness, they seemed to represent a broader, more general concern about education. A new category P - Philosophical Agreement was considered. After reflection, the researcher decided to allow these two statements to remain in their existing categories and to consider the need for a new category again later in the research process.

Abstracting the Definitions

In essence, some abstracting of the category definitions occurred when the initial labels of the categories were created. Up to this point in the research process, those labels were sufficient for category development and saturation.

However, at this stage in the research process, further definition of the categories was a necessity. Consequently it is at this stage that the researcher developed the definitions for the categories of reasons for leaving.

Using the personal notes she kept while sorting responses into categories, the researcher wrote a definition of each category:

Reasons for Leaving

A - Advancement

This category includes those reasons which focus on advancement and promotion within the job situation. The category reflects some focus on improvement in status or level of job and is distinctly different from the issues of job change where no reference to advanced position is made. The category also includes the negative orientations of advancement such as "no opportunity to advance".

C - Challenge

This category includes all reasons for desired job change outside of an indicated desire for promotion or advancement. Such reasons include both the positive oriented "need more challenge" and the negative oriented "this job is boring, routine". Any other general reference to a need for change is included in this category as well as any other activity, except for family and home obligations, named as a replacement for a job.

F Financial/Job Security

This category includes all reasons based on income, fiscal need, and employment security. References to retirement that cite no other specific reason are included in this category.

H - Stay Home/Family/Children

This category includes all reasons based on the needs and demands of a family and/or children. As well, references to wanting to stay home or have more personal time for activities or obligations not related to the work situation are included in this category.

M - Administration/Management

This category includes all reasons indicating the efforts, actions, and influences of the administration and management of the school system. All levels of administration and management are included in this category - the department, on-site leaders, central office/district, and provincial leaders.

S - Students

This category includes all reasons referring to the actions and attitudes of students and their parents.

V - Value, Usefulness

This category has a definite personal orientation. It embraces all reasons referring to issues of personal value and personal worth including "the value of the job to me" and "the value of me to the job" as judged by the respondent.

W - Working Conditions

This category encompasses all responses that focus on the

situations or conditions of the work place including scheduling, class sizes, and other staff but excluding specific references to administration, demands of family members and friends, student actions and attitudes, and stress.

X - Stress

This category includes the conditions or combination of conditions referred to as stress, fatigue, "burn-out", or "very tired".

It is important to note that while most of the responses categorized up to this point in the research had taken either a positive or negative orientation to a category, the category itself was designed/defined to allow for either orientation. For example, in category A - Advancement both the reasons "would leave for a promotion" and "would leave because there was no chance of a promotion" would be considered to fit into this category.

As well, the inverse of any reason would fit into the same category; for example, "students are too demanding" and "students are too uninvolved" would both fit into the category of S - Students. This parameter was particularly important in the next stage of the research process, Exploiting the Categories.

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Using the Definitions with Interview Data

Research Procedure

A face-to-face, semi-structured interview was used to collect data. The interview was taped, relevant portions were transcribed, and field notes were taken. Guidelines for the interview included:

- the interview would occur in a place of the respondent's choice to allow for as comfortable, relaxed, and unthreatening a setting as possible
- interview length was estimated to be one to two hours with the minimum set at one hour.

The Subject

A number of individuals known to the researcher were asked to suggest names of people they knew to have left teaching. From this collection of names, one potential respondent was chosen. This selection was made subjectively on the researcher's perception of a degree of satisfaction with the decision to leave the occupation of teaching (i.e., the individual seemed to be relatively happy with the occupational change, the new job, etc.).

The respondent was contacted personally by the researcher. Voluntariness was a major factor in the sample selection; the subject had to indicate a willingness to discuss the topic at length. Respondent anonymity was stressed.

The Interview Guide

To a great extent, the initial interview questions reflected the review of topic-related literature. The selection and sequence of questions allowed some focus of discussion while an open question, which began each section of the interview, allowed the subject to lead much of the discussion (see Appendix D: Interview Question Guide).

The three sections of the interview focused on the events and experiences

- of the act of leaving teaching
- prior to the act of leaving
- after the act of leaving

Recollection of incidents as well as emotional responses were encouraged.

The interviewer used a checklist to ensure that all areas of concern had been addressed. If a question had been dealt with in the respondent's discussion, there was no need to verbalize the actual question statement.

The Interview

The interview took place in a quiet restaurant mutually chosen by the subject and the researcher. The interview was taped and relevant portions were transcribed. The interview lasted just a little over two hours.

The respondent was a former subject area supervisor in the Central Office of a large school district. He had made the

move from Central Office, to teaching at a university, and then to working full time as an editor for an educational publishing house.

The respondent seemed very comfortable. He was open and very willing to respond to all the questions posed to him (see Appendix E: IN-DEPTH INTERVIEW - TRANSCRIPT). In general the respondent was pleased with the changes that he had made in his life:

> I'm happy with the change. And I'm happy with the rewards that I am getting from the change. And I figure that when you make a change, you decide to leave something behind and I left that behind and I have no regrets. In fact, I have only fond memories of what I left behind ... so I don't want to go back.

Applying the Categories

The transcript and field notes for the interview were analyzed, paragraph by paragraph, for possible categories, concepts, or themes that related to thoughts of leaving teaching. Blocks of text were lifted from the transcript and placed into new computer files so that they could be sorted into each category as appropriate.

Only five of the nine categories of reasons for leaving teaching were needed with the respondent's comments regarding his thoughts about leaving:

Table 11: Categories Used with the Interview

C - Challenge And the aspect of a career change was appealing to me. The only alternative I pondered was whether I'd take the opportunity at the University or whether I would go straight into publishing only. uh, then at the same time along came an opportunity to shift out of public education to university and do some work there because it happened to involve some research I was involved in, I had to make a change But I wanted the opportunity to do the research. I think that was ... and the opportunity to have a class at university for a year or two.
F - Financial/Job Security My wife and I had talked about it and it was agreed that I would continue this dual role up to a certain point and then I would leave. And that point was the point at which I felt I could leave education with an adequate pension to carry me through but I would supplement that pension by the work that I was doing in authoring. I'd been thinking about, you know when you're coming up to the fact that you're approaching fifty-five and you know you can retire.... The moment was when I realized that the impact of what it means to be so close to retirement and I found that I could retire and if necessary, I could live on my pension, and that gave me a lot of security in quitting. I wanted the security of that university. In fact, I wanted more than the security; I wanted the benefits, the experience of being able to work at the University for a year.

H - Staying Home/Family/Children

Um, I had been in education thirty-four years and uh, was, had two careers going up at this point. I was a full time supervisor of mathematics for the _____ Board and a full time author. And how can you do two things at one time? And it was interfering with my family life to the point that it was disrupting it terribly. And (pause)...

V - Value, Usefulness

I wanted certain things in my lifestyle and I wasn't getting it at the School Board, as you know. I was not prepared to sacrifice that aspect anymore for the School Board

There is so many things that you have to do for whatever reason that really has little impact on the school system except that it fills somebody's filing cabinet. And that is what I hated most.

W - Working Conditions

Part of my whole philosophy was "I am overloaded with work. I want relief. How can I get relief and do some of the things I want to do?"

Then, when I went to University I found it didn't give me as much relief as I wanted. So then I said I had to give that up. I wanted relief from being tied down; I wanted relief from jobs I didn't really want to do that much so that I could do the things I wanted to do.

I was overworked

Summary

Useful definitions of the categories of reasons for leaving teaching were developed by applying three stages of the grounded theory development process.

First, the initially developed categories were saturated by applying them to the "Possible Reasons for Leaving" responses of the survey subjects. A process of reading, rereading, reflection, and reconsideration led to assignment of all responses to appropriate categories. The possible creation of an additional category was postponed until such time that the need became more apparent.

Definitions were then abstracted by the researcher from these saturated categories. These written definitions facilitated the further use and testing of the nine categories. The definitions were designed to include both positive and negative orientations of a response as well as the inverse of any given reason.

These written definitions were then used with data from an in-depth interview with an individual who had left teaching. This action, at first consideration, might seem to contradict the previously stated need to use data from individuals who were currently in the process of thinking about leaving rather than data from those who had left. However, the use of the interview data served as a bridge between the steps of using the definitions and exploiting the categories more fully, allowing the same type of data (reasons for leaving) with a different focus (the past experience) to be used to test the limits of the categories. The use of such enriched data, the exploitation of categories, was carried out more fully in the next step of the research process.

CHAPTER 5

Exploiting the Categories

> 5. EXPLOIT THE CATEGORIES FULLY
> Be aware of additional categories suggested by those you have produced, their inverse, their opposite, more specific and more general instances.
> (Turner, 1981: 231)

Rationale

If the nine categories of reasons for leaving teaching are truly comprehensive in nature and broad enough in scope, then the inverse reasons (those for staying in teaching) should also fall into these categories. At this point in the research process, it was important to exploit, or push to the limits with logical elaboration, these nine categories to indicate the breadth of the definitions.

Staying in Teaching: The Reasons

When the survey respondents were asked to indicate their reasons for staying, many different reasons were given. The most common responses included references to the enjoyment found in their profession. These reasons were used to exploit the categories.

Table 12: Survey Reasons for Staying in Teaching

Enjoy the students	26%
Enjoy teaching	20%
Teaching is rewarding	11%
Financial/Job security	11%
Holidays	11%

The interview respondent was also asked to indicate what would cause him to stay in teaching/what he particularly liked about teaching. His responses were also used to exploit the categories.

Exploiting the Categories with Staying Reasons

The specific reasons for staying given by the survey respondents (see Appendix F: Reasons for Staying in Teaching: Survey Responses) and the interview respondent were sorted into the nine established categories:

Table 13: Staying Reasons in Categories

A - Career Advancement
(no related reasons given)

C - Challenge

- variety and challenge of the job
- sense of challenge - the desire to change "things"
- found many new ways to teach and content has changed
- I love ideas - teaching does afford one (opportunity) to read and think

F - Financial/Job Security

- if you leave, it is difficult to return
- good salary
- financial security/job security
- I need the money
- close to the end of my career and trying to accumulate as many years as possible for pension
- support of children until they are through school
- salary
- security of being a government employee/salary

H - Staying Home/Family/Children

- very satisfying balance in my life (teaching part time) between staying at home with the kids and being able to work

M - Administration/Management

(no related reasons given)

S - Students

- enjoy the kids
- enjoy students
- I love teaching i.e. interactions with students
- I love to work with young people
- like the students
- difficulties with students and programs have been in the minority and do not last
- (enjoy) student interaction/teaching young people
- I love kids

V - Value, Usefulness

- I make learning a "meaningful" experience and enjoy seeing the look of anticipation on student faces
- what I have to teach is so important for student to learn to become productive and contributive members of our society
- To this point I have found teaching to be a very rewarding and fulfilling experience.
- Seeing children progress especially in later years is very satisfying
- self fulfilment
- when I can help a child to understand something that has previously been a mystery, I know that teaching is the right career for me
- I feel I am a born teacher - it is the area (after experimenting in many) in which I find the greatest satisfaction, have the greatest expertise, enthusiasm, and dedication. Also, I believe teaching is an essential service to society and I want to make a tangible influence in my world
- commitment
- "I loved going out and sitting down with teachers and seeing what was going on in the school and I felt that I was making a contribution but that's up to them to say."
- "that's the reason why I stayed at it... I really felt a commitment to education, to people."

W - Working Conditions

- like the subject area
- contact with people - students and colleagues
- It's not the actual teaching that forces one to think of leaving; rather the outside influences (administrator, public demands and expectations)
- Working conditions and staff relations have also been positive and have not been of great concern to me
- like the subject area
- holidays
- I teach some interesting subject matter
- autonomy of classroom work
- weekends and holidays
- I have changed teaching area within high school and feel I have found an area I would like to stay in
- enjoy the staff/students
- holidays
- I enjoy being with other staff/students
- holidays/salary
- I love to teach
- I love to coach
- I'm happy with my job 80% of the time
- enjoy teaching
- "when I was working ... I loved the people I was working with, I loved working with people, I loved going out and sitting down with teachers and seeing what was going on in the school..."
- "What I liked about it was the working with people."
- "Yeh, I really enjoy the feeling of working with people. It's people I like. And to have worked in an office where I couldn't work with people would just drive me wacky. In fact, that was one of my shortcomings in the office. I would often leave the mundane things that I had to do myself in my office and go out and talk to my peers about what they're doing and hearing what they're doing and so on and get ideas from them and try to generate ideas that I would not get my own work done. Because I like people.

X - Stress

- I enjoy the work and can do it well enough now so that it does not frustrate me
- less pressure as it is not a product oriented business

The reasons sorted easily into the categories provided that the definitions of the categories reflected both a positive and negative or neutral orientation. There were no staying reasons that sorted into the A - Career Advancement and M - Administration/Management categories although there were many general positive comments about spending time with staff.

Exploiting the Categories with Leaving Benefits

Another extension of use inverse data to exploit categories was carried out with additional data provided by the interview respondent. The benefits of leaving indicated by the respondent were tested against the categories and found to fit four of them.

Table 14: Leaving Benefits in Categories

A - Career Advancement
I spend more time working for the publisher and I work with them now. It's not me sitting in my office and then send them something.

H - Staying Home/Family/Children

Yes, we (wife and respondent) travel a lot.

Yes. I know I spend more time with my family.

And, for instance, our daughter, who has a six year old, got a call. She's a teacher, our daughter's a teacher. Her husband is, too. (She)...got a call to ask if she would sub. Well, she did. Well, then it turned out to be a full time job, not a half time like she wanted. And one day her little six year old was sick. So who was going to look after him? So, she calls on grandpa and grandma and we took our turns and I tell you, it's nice to get to know your grandkids which I didn't have time to do before.

(Has it affected your friends in any way?) Yes, I see more of them. When I was on the job, very seldom would we go out on a regular basis and associate with friends on a regular basis. Now we associate. Monday nights, we visit so-and-so; Tuesday nights, we visit so-and-so. The rest of the week we stay home, that sort of thing.

W - Working Conditions

We were able to do the things that I'd been putting off doing for a while.

I have one outside the family thing. I am the general editor on several series of books which can be a full time job if I let it which also involves doing consulting work for the publisher, promoting materials, finding out what is going on and so on so I travel some.

The benefits are that I'm around (home in the morning with my wife reading the paper and having coffee) more often than I...

I've read books that I have been leaving on the shelf. I intended to read them but I finally got around to reading them.

X - Stress

Well, okay, there's another aspect I have to mention. That was that I was very hyper and I was up, I had health problems. One was a form of arthritis which wasn't diagnosed until I was finished, until I left the Board but it was aggravated by tension.

For possibly four years I don't think I was without a headache more than twenty days a year unless I was on medication. Now, ... got that resolved. I don't think I have had a headache two days in the past two years. So healthwise....

And I can now sleep through the night which I didn't do before. I would be awake at 4 o'clock in the morning. I'd get up because there was no point in lying there. And that's when I did my work.

It was a real plus healthwise. My whole mental set is just one of more relaxation, relaxed. I can get extremely intense when I have to, when there is a need. But I can relax, I can set it aside when I don't want to be.

Summary

The nine categories were first exploited using a collection of reasons for staying in teaching as supplied by the survey and interview respondents. The reasons sorted into the existing categories - an indication that the categories were inclusive enough to contain inverse comments.

The categories were also used to sort a collection of benefits of leaving as given by the interview respondent. These benefits were considered to be a more generalized version of reasons for leaving.

This further testing of the categories indicated that no additional categories needed to be developed at this time. The categories remained

A - Career Advancement,

C - Challenge,

F - Financial/Job Security,

H - Staying Home/Family/Children,

M - Administration/Management,

S - Students,

V - Value, Usefulness,

W - Working Conditions, and

X - Stress.

CHAPTER 6

Summary and Discussion

Summary

Through the inductive research process utilized for this study, nine well explored and saturated categories of reasons for leaving teaching were developed. Informative and useful definitions with concise representative titles were formulated.

In order to do this, definitions were developed by exploring and saturating the categories extrapolated from the data. These definitions were then tested with further data during the exploitation of these categories with both "leaving" and "staying" reasons. Editing and rewording of category titles resulted in a defined set of possible reasons for leaving teaching.

Table 15: Possible Reasons for Leaving Teaching

A - Advancement

Reasons which focus on the perceived possibility, the actual occurrence, or the perceived lack of possibility of advancement and promotion within the job situation. A reason in this category must reflect some consideration related to improvement in status or level of job; these reasons are

distinctly different from the reasons for job change where no reference to advanced position is made. This category also includes the negative orientations of advancement such as "no opportunity to advance".

C - Challenge

Reasons for desired job change outside of an indicated desire for promotion or advancement. These reasons include both the positive orientation (e.g. "need more challenge") and the negative orientation (e.g. "this job is boring, routine"). This category also includes any reason with a general reference to a need for change as well as any reason indicating a named activity as a replacement for a job, excluding family and home obligations.

F - Finances

All reasons based on income, fiscal need, and employment security. General references to retirement that cite no other specific reason are included in this category.

H - Home

All reasons based on the needs and/or demands of a family and/or children. As well, references to wanting to stay home or to have more personal time for activities or obligations not related to the work situation are included in this category.

M - Management

All reasons indicating the efforts, actions, and/or influences of the administration and management of the school system. All levels of administration and management are included in this category--the department, on-site leaders, central office/ district, and provincial leaders.

S - Students

All reasons citing the actions and attitudes of students and parents.

V - Value

All reasons referring to issues of personal value and personal worth including "the value of the job to me" and "the value of me to the job" as judged by the respondent. This category has a definite personal, rather than organizational or systemic, orientation.

W - Working Conditions

All reasons referring to situations and/or conditions of the work place including scheduling, class sizes, and other staff but excluding specific references to administration (categorized under Management), demands of family members and friends (Home), student actions and attitudes (Students), and stress (Stress).

X - Stress

Reasons which reflect the conditions or combination of conditions referred to as stress, fatigue, "burn-out", or "very tired".

In summary, the categories of reasons for leaving teaching are Advancement, Challenge, Finances, Home, Management, Students, Value, Working Conditions, and Stress.

Discussion

As explained previously, the nature of grounded theory development is such that exploration of the collected data will lead to the creation of more research questions and statements of problems, issues, and concerns. The following discussion comprises three segments, each exploring several relevant points.

First, some questions and issues that arise from the application of this research process will be explored--the process. Secondly, some issues that arise from the findings of the research, thoughts about leaving teaching, and some relevant literature will be examined--the product. Thirdly, some issues and indications for further research will be contemplated--the potential.

Segments are not mutually exclusive perspectives; some questions and issues bridge more than one segment. However, for ease of discussion, the placement of issues in the discussion has been determined by this researcher.

The Process

Blase and Pajak stated it well when, in reference to their own qualitative study, they noted

> It should be emphasized that the data presented in this article were produced by qualitative procedures rooted in assumptions, values, and goals which differ from those associated with quantitative enquiry. In qualitative analysis, the emphasis is on the discovery of new knowledge and the development of data-based categories and ideas. The goal of such research is to develop categories (and their properties) from relatively unstructured data.
>
> (1986: 310)

This research project focused on the development of categories of reasons for leaving teaching, and some of their properties, from relatively unstructured data. Clearly, this research represents only a brief introductory attempt at applying grounded theory techniques to an educational issue.

If this research project had been extended, the discovering, noting, and following of links between categories would be the next steps in the process. The Glaser and Strauss methodology reflects this stage as

> 7. CONSIDER THE CONDITIONS UNDER WHICH THE LINKS HOLD
> Examine any apparent or hypothesized relationships and try to specify the conditions.
>
> Turner (1981: 231)

These actions would serve to further delineate the categories and their specificity as well as explore the possible relationships between categories.

Turner states that the grounded theory processes of research

> ...should be as open as possible, so that neither the processes of research nor their findings are subjected to mystifications which conceal their true nature from other researchers, from the subjects of research, or from those seeking to understand the research findings when they are reported.
>
> (1981: 244)

To that end, several questions and concerns related to the process itself and its use have arisen.

Is there need for a tenth category? This issue arose as the categories were saturated with "Possible Reasons to Leave Teaching" survey responses. As explained, at that point there were two responses that, on first consideration, could have been placed into a new category known as P - Philosophical Agreement. At the time, the researcher chose to allow these two responses to remain in the categories into which they were

first sorted until such time that more responses indicated need for a tenth category.

No other such responses were collected in the remaining portion of the study so the initial categories prevailed. However, it is possible that more categories could be developed with further research and data collection.

Does the Challenge category provide a full enough definition? Or are change and challenge really two different categories? While this may be a topic-related issue, it is also one related to the research process. Issues surrounding the defining the categories occur as the researcher abstracts definitions from the data collected. Would the categories become more distinct as the data collection grew? Would there be more categories just because there are more responses? Or would the categories be better defined but remain the same in number as they become more truly generalized categories? Again, further research and data collection could provide an answer.

Is a change as good as a rest? If so, does that mean that changes could be considered as one of the inverse conditions of the Stress category? The subject of change and challenge as two separate categories also exists as a product issue.

Are Stress and Working Conditions a link or an overlap of categories requiring enhanced definitions? This is a more complex question. The answer likely requires the continuation

of research through the grounded theory stages of MAKE CONNECTIONS TO EXISTING THEORY and USING EXTREME COMPARISONS. While existing theories may show a link or relationship between working conditions and stress level of the worker--

> Studies of Canadian teachers have shown that such problems as work and role overload (lack of adequate time) and relations with colleagues are important stressors.
>
> (Blase and Pajak, 1986: 319)

the same study suggests that most studies of Canadian teachers have failed to show a strong link between stress and conditions and they submit "that stressors and personal life effects may be specific to particular samples of teachers." (Ibid: 319)

Have all the possible perspectives been tested? Likely not; there is probably need to flesh out the categories (perhaps in the stage of USING EXTREME COMPARISONS) with thoughts of benefits of having left teaching as given by those same individuals who earlier provided responses about thoughts about leaving.

An example of this possible gap exists in the data of this study. The reasons for leaving given by the interviewee did not include references to stress; however, the benefits of leaving given by the same person did include references to stress. Such information (or lack thereof) may indicate that a longitudinal study, which collects data from individuals while they are teaching and then after the same individuals have left teaching, would be of use. The data from this type

of study may be more comprehensive and, perhaps more importantly, may suggest interesting links.

The Product

The product of this research-- the nine categories of thoughts of reasons for leaving teaching--provide a base from which one can consider existing considerations and theories about related issues. Glaser and Strauss might view this to be part of the action necessary to

> 8. MAKE CONNECTIONS, where relevant, TO EXISTING THEORY
> Build bridges to existing work at this stage, rather than at the outset of the research.
>
> (Turner, 1981: 231)

The discovery that teachers on the job have thoughts about leaving that profession is not surprising. In Passages Sheehy consider the issue of second careers and the need for career change

> Is there still any need to question, "Why a second career?" The simple fact that people are living longer in better physical condition than ever before makes commitment to a single, forty-year career almost predestinate stagnation. Added to that is the accelerated rate of technological change that makes almost any set of skills subject to obsolescence. We are becoming accustomed to the idea of serial marriages. It will be progress when we come to think of serial careers, not as signifying failure, but as a realistic way to prolong vitality.
>
> (1976: 409)

Sheehy goes on to cite an example of individuals thinking about job change:

> The American Management Association found in 1973 that 70 percent of middle managers surveyed did expect to search for a way to make a career change in the foreseeable future. It is not dissatisfaction with their original occupation that motivates them. Rather, they are "actively searching for new interests which they had not previously entertained as career possibilities."
> (Ibid.)

Sanderson suggests that there is a mid-life, mid-career period in life.

> The first eight-to-twelve years of a person's professional life in a position or vocation have passed; after focusing energy on "learning the organization" and "making it" (signified by holding tenure, officially or not), one reassesses a position's meaning and value in light of one's original goals.
> (1989: 7)

Fullan talks about thoughts of leaving the profession as it relates to Canadian teachers. He cites an Ontario study which found that

> For three [female elementary teachers, male elementary teachers, and female secondary teachers] of the four groups about one in every five teachers on the job has thought about leaving teaching, and almost two of five secondary male teachers have considered leaving.
> (1991: 125)

Obviously, thinking about leaving is not an uncommon activity, nor should it be.

What about the nine categories developed in this research? How does it relate to existing theories? While the terminology may well lead to some confusion in its overlap, the evidence suggests that the nine categories are likely substantiated. For example, a University of Lethbridge study of Bachelor of Education graduates found that 29% had left the

profession of teaching and determined that men and women left their teaching jobs for different reasons (Alberta Teachers' Association, 1985: 6). In general, women left teaching to stay home with family; men left to pursue a new job, out of frustration, or because of lack of advancement. These reasons could be categorized into the nine defined categories.

In an article focused on reasons why teachers leave the profession, Caissy (1985) suggests that there are three major reasons: 1) no job security - young teachers without seniority cannot get a secure position and go on to other things, 2) burnout/ill health - "the emotional, physical and attitudinal exhaustion of a person because of their job", "professional fatigue" and "the joy of teaching slipping away permanently", and 3) a need for a change/ retirement - choosing to retire, retrain, or take a non-classroom position in education or related area. These reasons can be categorized into this document's nine categories.

Fullan cites a list of stressful and satisfying aspects of being a teacher:

Satisfying

1. working with young people, rapport/relationship
2. times when the "light goes on" and a student suddenly understands, student enjoyment, immediate feedback
3. student success, achievement
4. interaction with/support from colleagues
5. influencing the growth, character, and attitudes of students
6. involvement with extracurricular activities, coaching, drama
7. subject matter taught, developing curriculum
8. teaching, a lesson taught well
9. helping students individually with personal academic problems

10. feedback from students at the end of the year and after graduation

Stressful

1. time demands, too much marking, lesson preparation, "administrivia", deadlines
2. discipline/attendance problems, student confrontations
3. student lack of motivation, apathy, negative attitudes
4. lack of administrative support, poor administration
5. colleagues' negative attitudes, incompetent/poor teachers
6. working conditions, lack of equipment/texts, low budget
7. lack of security, redundancy, declining enrolments
8. large class size
9. Ministry directive, changing curriculum/course content
10. lack of public/parental support, negative attitude toward education

(1991: 124)

These twenty aspects of being a teacher can be categorized into the nine categories defined in this document.

Blase and Pajak (1986) looked at the effects of work-life factors on the personal lives of teachers.

<u>Negative Impact of Work Factors on Teachers' Personal Lives</u>

Excessive work demands - increase in feelings of anger, frustration, exhaustion, trapped, neglect of spouse and children

Excessive work demands (emotional overload) - increase in feelings of worry, stress, tension, exhaustion, alienation, feelings of conflict

Community - increase in feelings of resentment

Salary - increase in feelings of regret for entering profession; anger, hopelessness, envy, futility, decrease in ability to provide middle class lifestyle, moonlighting

Coursework - increase in feelings of fatigue, guilt, swamped, decrease in time available for family

Job status - increase in feelings of guilt, anger, injustice, inadequacy, increase in conflict with friends, alienation from community

Colleagues - increase in feelings of anger, hostility, guilt

Absence of social contact - increase of feelings of regret

Positive Impact of Work Factors on Teachers' Personal Lives

Students (Interpersonal Competencies) - increase in humaneness, tolerance, sensitivity, increase in understanding of family and support from children, increase in quality of friendships

Students (Self-Esteem) - increase in self-respect, happiness, pride, increase in harmony with family and friends, increase in community involvement

The Job (Enhancement of personal interests) - increase in personal growth, feelings of satisfaction, pride, increase in quality of family life, increase in sharing/development of mutual interest with friends

Community (Professional Pride) - increase in personal pride, family receives special favors and invitations, increase in quality of relationships with friends and community

Collegial Friendships - increase in satisfaction, pride

Coursework (Knowledge) - increase in knowledge, increase of contribution of family, friends, and community

Vacations (Time) - increase in time, personal, increase of time with family and friends

Salary - increase in satisfaction, pursuance of personal interests, increase in overall quality of family life, increase in socializing with friends

(Adapted from 1986: 311)

While the method and format of looking at these work factors differ from the methods used in this piece of research, there are certainly overlaps or linkages that can be made using the nine categories.

Perhaps the most interesting study comes from Howard and Bray (1988) who carried out a longitudinal study of managers at AT&T (now the Bell System) in the United States. As one portion of the research, turnover was studied because of its financial costs such as recruiting, interviewing/hiring process, training, job rotation experiences, and the costs of replacement and loss of productivity of the experienced

worker.

The study distinguished between "forced terminators" (those who were fired) and "voluntary terminators" (those who left voluntarily). 274 college graduates took part in the 20 year study; in that time, nearly half (128) left the company. 56% were voluntary terminators; 44% were forced terminators.

Indepth interviews with the individuals over a period of years were used to rate each subject on a variety of characteristics. Voluntary leavers scored about the same in administrative abilities, general mental ability, motivation to persist at a task until completed, and resistance to stress as the stayers. Voluntary leavers were more ambitious yet less likely to wait for a promotion (to delay gratification) or modify their behaviour for better results. Voluntary leavers scored lower on issues of loyalty (security meant less to them and they identified less with the company values) than did stayers.

Howard and Bray suggest that

> A problem with the voluntary terminators was that their high ambitions for status were not matched by an intrinsic interest in the work itself. From the interviews with them, it was apparent that they did not consider work to be of as high priority as others in the sample, and their standards for the quality of their work were lower. Presumably they were not doing well in their jobs, in spite of adequate abilities, because they were uninvolved and just didn't care enough.
>
> The voluntary terminators, then had as much ability as the stayers to do their jobs in a satisfactory fashion, but most were not motivated for superior performance. No one asked them to leave, but their records with the company were for the most part mediocre. Yet they expected rapid

> advancement and were impatient to get it. When it didn't materialize, they departed, being relatively uninterested in security and having developed no allegiance to the Bell System.
>
> (1988: 58-59)

One interesting feature of this study is the consideration that those workers who leave may not be as valuable to the organization as those who stay. It poses interesting questions as to whether the reasons for which people think they are leaving are really an indication of the loyalty or attachment they feel to the organization. Or do people who want to leave have to decrease their loyalty and attachment before they can make the move to leave?

The Potential

> 9. USE EXTREME COMPARISONS to the maximum TO TEST EMERGING RELATIONSHIPS Identify the key variables and dimensions and see whether the relationship holds at the extremes of these variables.
>
> (Turner, 1981: 231)

Obviously, there are major variables that can be tested with the research findings presented here. How the categories test in other situations will indicate their utility in further research. Potential exists for some very interesting testing of variables.

Can we assume that the processes are the same for men and women? Levinson (1987) asserts that careers, career paths, and career transitions impact greatly on the lives of men. Does this also apply to women? Or do women have a more fluid

view of the career path and the meaning of work? Can we assume that the processes are the same for men and women?

Do the processes differ cross-culturally? Does the meaning of work, the picture of what it means to work, alter with the cultural setting? Are the parameters of work defined differently? Does leaving one's work occur for different reasons? Does leaving have different benefits?

What is the nature of young employees? Are their values the same as those of the group that was tested? Are their long term concerns less likely to impact on their thoughts about leaving? Do they view themselves as very "employable" in other jobs if they leave their present ones? Are they less attached to their existing jobs?

What are the impacts of an economic recession? A shrinking job market? Are employees willing to make more compromises in such times? Are employers?

Could these categories be used to test other professions? Could these categories be made more general in definition (e.g. "students" become "clients") so that they reflect reasons for leaving other jobs?

Could this method of initial category development be used in another profession? Rather than testing the actual categories defined by this study, could the same process be used to establish job-specific categories? How would the categories be similar? Different?

Do networks of reasons for leaving exist? Different individuals share some reasons with others but each person's collection of reasons can vary. Perhaps further study of collections of reasons is indicated in order to understand the complexity of the framework in which one thinks about leaving.

Why do people stay? Do we need to think about leaving? After we think about leaving, why do we stay? Do we need to re-evaluate ourselves and our workplace to reaffirm staying?

In Schoolteacher Lortie states that "few beginning teachers intend to stay very long" (1975: 101). Yet, in this study over half the teacher respondents had between ten and twenty years of experience. However, there are, and probably always will be teachers who choose to leave the profession. This study has been a look at some of their thoughts and an opportunity to reflect on some of the reasons they stay.

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APPENDIX A

Survey Questionnaire

"LEAVING TEACHING"

Many teachers contemplate leaving the profession. This questionnaire has been designed to gather information and opinions regarding your thoughts about leaving the occupation of teaching. This survey will be completed by individuals who presently hold a teaching position at the elementary or secondary level of a school system.

The purpose of this survey is to explore some of the reasons people might have for thinking about leaving, actually leaving, or remaining in the profession of teaching.

The results of this survey will be used to fulfill the course requirements of a graduate course at the University of Alberta and, as this is an area of general interest, may be cited in several articles. CONFIDENTIALITY is stressed - your responses will be anonymous.

Please respond to each question as directed. Indicate N/A (not applicable) where appropriate.

Thank you for your time and effort.

****

Office Use

_____ (1,2)

****

SECTION A

Check the correct response:

1. Sex: Male_____ Female_____ (3)

2. Age: 20-35_____ 36-45_____ 46-55_____ 56-65_____ (4)

3. Years of University/Post-Secondary Education:

(To the nearest whole year)

2_____ 3_____ 4_____ 5_____ 6_____

7_____ 8_____ 9 or more_____ (5)

****

****

SECTION B

Check the correct response(s):

4. Level presently being taught: K-3_____ (6)

4-6_____ (7)

7-9_____ (8)

10-12_____ (9)

Special program not indicated above_____ (10)

(Indicate program_____) (11)

5. Number of years in the occupation of teaching

(to June 1987): _____ (12,13)

6. Experience: All levels taught

Level	Years Taught	
K-3_____	_____	(14,15)
4-6_____	_____	(16,17)
7-9_____	_____	(18,19)
10-12_____	_____	(20,21)
special program_____	_____	(22,23)

7. Which is your favorite level to teach?

(Choose one) K-3_____

4-6_____

7-9_____

10-12_____

Special Program_____ (24)

(Indicate program_____) (25)

8. Why is this your favorite level? (Please be brief.)

_____ (26)

_____ (27)

9. Which is your least favorite level to teach?

(Choose one) K-3_____

4-6_____

7-9_____

10-12_____

Special Program_____ (28)

(Indicate program_____) (29)

10. Why is this your least favorite level?

(Please be brief.)

_____ (30)

_____ (31)

****

SECTION C

11. Have you ever contemplated leaving the profession of teaching? yes_____

no_____ (32)

IF YOUR ANSWER IS "NO", GO TO QUESTION #17.

12. When have you contemplated leaving the profession of teaching?

- In the last 5 years yes_____ no_____ (33)
- During this school year yes_____ no_____ (34)
- During the past four weeks yes_____ no_____ (35)

13. When you contemplate leaving the profession of teaching, would you say the strength of the thoughts are usually:

- momentary/fleeting _____
- of moderate concern/ for a week to a month or so _____
- demanding/constant _____ (36)

****

SECTION D

14. Recall the moments in which you have thought about leaving. List the 3 things which would be the most likely to cause you to leave teaching.

1._____

_____ (37,38)

2._____

_____ (39,40)

3._____

_____ (41,42)

15. Of these possible reasons, which is likely to be the major influence in your decision to leave? (Choose one number from the list in the previous question.)

#_____ (43,44)

16. Despite these possible reasons for leaving, why do you stay in teaching? (List those reasons important to you.)

_____

_____ (45,46)

_____

_____ (47,48)

_____

_____ (49,50)

17. In general, how satisfied are you with teaching? (Choose one.)

don't know_____

very dissatisfied_____

somewhat dissatisfied_____

satisfied_____

very satisfied_____ (51)

****

Thank you for your assistance.

****

APPENDIX B

Major Reasons to Leave Teaching:
Survey Responses and Initial Category Assignment

A - career advancement
C - challenge
F - financial/job security
H - stay home/family/children
M - administration/management
S - students
V - value, usefulness
W - working conditions
X - stress

Ss	Major Reason	Cat
1	lack of opportunity for advancement	A
2	desire to stay home with family	H
3	administrative promotion	A
4	having enough money to not have to work	F
8	sense of adventure - new challenge - different career	C
9	incompetent administration	M
10	demands on personal time	H
11	working conditions - class size, work load, management problems	W
12	inability to get a teaching position thus the need to find other employment	F
14	administrative garbage	M
17	lack of cooperation from certain students; inability or difficulty in matching students to suitable program	S
18	restriction of position, no movement	A
19	change in career	C
20	behaviour and negative attitude of students	S

21	philosophical directions of the district	M
22	stress - emotional/first year teacher	X
23	new experiences	C
24	Don't think the content and my method of teaching is of any future use to my students	V
25	no opportunity to teach part-time. Will not return to full time teaching until my children are older. Too much work at night at home.	H
28	lack of flexibility of time spent through the day i.e. bells, can never take extended lunch; lack of incentive to do well and be recognized	W
29	feelings common to most subs of being ineffective, or "a babysitter"	V
30	marriage/children	H
35	the miasma of sloppy admin procedures and ineffective administrators	M

APPENDIX C

Possible Reasons to Leave Teaching: Survey Responses

Ss	Possible Reason	Possible Reason	Possible Reason
1	stress/too many time demands	lack of oppor. for advancement	lack of oppor. to increase salary
2	to stay home with family	frustration with teaching situation	desire to seek new challenges
3	administrative promotion	improvement in business climate in the province	desire to travel more extensively
4	oppor. to enter new challenging/ interesting career	having enough money to not have to work	marriage
8	adventure/new challenge/ different career	better options for other family members	
9	politics of education	incompetent administration	
10	extracurricular demands	administrative pressure	demands on personal time
11	lack of communication between myself & the principal & other staff	loss of control over what I do in the classroom	working conditions inc. class size, work load, management
12	inability to get a teaching position thus needing to find other employment	desire to move into another field of work	disillusioned with the educ. system/ profession
14	administrative garbage	fatigue	tired of routine

15	unreasonable administrative demands	lack of parental responsibility for their child	I have reached the age of retirement
17	demands made by supervisors creating stress	incompetence of some superiors	no cooperation from some students; difficulty in matching students to suitable program
18	routine, boredom	would like to work with adults	restriction of position; no movement
19	change in career	stress level	
20	lack of admin support in dealing with student discipline problems	behaviour and negative attitude of students	bureaucracy and pressure, stress of teaching
21	lack of job satisfaction	stress, stress	philosophical directions of the district
22	stress - first year teacher		
23	new experiences	stress	
24	my content and methods of teaching no longer any use to students		
25	no opportunity to teach part time while my kids are at home; too much work at night at home	boredom, need change and challenge but do not want administrative position	increase in class size, nit picking by admin.;teaching no longer important enough to me to put up with things I used to

28	lack of time flexibility e.g. bells, can never take an extended lunch	inconsistency of administration regarding policy and student discipline	lack of incentive to do well and be recognized
29	lack of administrative support	negative attitude of many students toward education	as substitute, feelings of being ineffective, a babysitter
30	career in a 2nd profession	marriage/ children	fatigue/burnout
35	miasma of sloppy admin procedures and ineffective administrators	students who don't have to behave or learn to stay in school	dumb colleagues

NOTE: Only those Subjects who had thought about leaving teaching responded to possible reasons for leaving

APPENDIX D

Interview Question Guide

Part A

* Tell me about the actual leaving experience.
* How did you feel during this time?

1. When did you leave teaching?
2. Describe the job you left.
3. How did you inform the following people of your decision?
   - your immediate supervisor
   - your peers/co-workers
   - your students/clients
   - your school system
   - your family/friends
4. Describe your last day or days at work.
   - What happened?
   - How did you feel?
5. How did other people react to your leaving? Describe some examples.

Part B

* Tell me about the events that led up to your decision to leave.
* What were your thoughts and feelings during this time?

1. Describe yourself as a teacher.
2. What did you like best about being a teacher?
3. What did you most dislike about being a teacher?
4. When did you first think about leaving teaching?
   - Why?
5. When did you begin to act on these thoughts?
6. Describe what you did.
7. Describe how you reached your decision.
8. What alternatives to teaching did you consider?
9. How did you feel through this action time?

Part C

* What was it like for you after leaving?

1. Describe the first few days/weeks after you left the job.
2. What has happened since then?
3. How has this affected
   - you?
   - your family?
   - your friends?
4. What is happening now?
5. How do you feel about the whole experience?
6. Under what conditions, if any, would you consider returning to teaching?
7. What advice would you offer to someone who wanted to leave teaching?

APPENDIX E

IN-DEPTH INTERVIEW - TRANSCRIPT

I focuses on 3 aspects of leaving. First, of all, you should know I will transcribe the tape and send you a copy for you to go through and tell me if you'd like any changes to it. It's anonymous and that it's going to be used in articles written about leaving and a thesis about leaving. And that you can back out at any time.

R (laughter)

I but you don't get dinner (laughter).
(Both laugh)

I So, if you're going to back out, wait until after dinner.

R Until the bill's paid.

I For God's sakes, wait until the bill's paid and you have a ride home. (Pause)
Okay, can you tell me about the actual experience of leaving teaching? Can you tell me about your leaving experience?

R Ah, you want the build-up to it? Should I start there?

I Yep, that would be fine. Whatever sort of makes the easiest story...

R Okay. I'm going to touch on something else... give you a scenario of where I was sitting at the time I was making that.

I Okay, good.

R Um, I had been in education thirty-four years and uh, was, had two careers going up at this point. I was a full time supervisor of mathematics for the _____ Board and a full time author. And how can you do two things at one time? And it was interfering with my family life to the point that it was disrupting it terribly. And (pause)...

I You'd be very busy...

R Yes, so... and my wife knew. My wife and I had talked about it and it was agreed that I would continue this dual role up to a certain point and then I would leave. And that point was the point at which I felt I could leave education with an adequate pension to carry me through but I would supplement that pension by the work that I was doing in authoring. And, uh, then at the same time along came an opportunity to shift out of public education to university and do some work there because it happened to involve some research I was involved in, in mathematics, which was related to what I was writing. So I was able to make that move if I acted when I did. So, two things - I was overworked and I had to make a change. Lots of opportunities were there. There were several directions I could go. I took the one I did, working at the University, some teaching, some research,

I In math?

R In math.

I yes.

R in math methods at the university, teaching teachers, and also continuing my authoring. Now, at the same time though I was able to say to my publisher that I'm still not free to work full time for you; I still have another job I have to... so I could keep the publisher satisfied by not working too much. But I realized that wasn't working either after two years and I quit that. And now I'm...(laughs). So I've quit twice, is what I'm saying.

I Okay, so now you are full-time working....

R Author... author, editor.

I For example, the editor job that you're doing.

R Yeh.

I And things like that.

R Right. Now, um, the um...

I Before that did you think about quitting? Like through your career did you ever ponder quitting?

R I had, I had, uh,...Oh we'd been thinking, I'd been thinking about, you know when you're coming up to the fact that you're approaching fifty-five and you know

you can retire.... So, yes, I'd thought about it because I was wondering how I could do it. And, certainly we'd talked about it. My wife and I had agreed that this is what we'd do so we could put off, delay some plans in order to do them when we were finished, like travelling.

I Yeh, like going on some trips.

R Yeh, yeh. So yeh, I'd thought about it for some time and I'd planned it but not details planned. We knew, I knew I was going to do it but just as what point I would do it, that hadn't been nailed down yet.

I Okay, what happened? How did...? What was the moment when you said "Ah-hah!"?

R The moment was when I realized that the impact of what it means to be so close to retirement and I found that I could retire and if necessary, I could live on my pension, and that gave me a lot of security in quitting.

I And a lot of freedom?

R A lot of freedom. Now the extra work I am doing was the goldie and it allowed me to do the other things I want to do. But the actual decision was not...; I can't identify the day when I made the decision I was going to retire. It was sort of a blend of events that came together and then I realized, yeh, I'm quitting. Now, I know when I notified my superior ...

I Um-um.

R I was waiting for two things. I was waiting for the contract from the University to come through because I wanted...

I Okay, so this is when you were leaving the _____ school system.

R Leaving the _____. Yeh.

I Moving into the University.

R Yes.

I Right.

R I wanted the security of that university. In fact, I wanted more than the security; I wanted the benefits,

the experience of being able to work at the University for a year.

I And a parking space.

R (Laughs) Which I had to pay handsomely for.

I I know it.

R But I wanted the opportunity to do the research. I think that was ... and the opportunity to have a class at university for a year or two.

I So the research was appealing.

R Yes.

I That aspect.

R And the aspect of a career change was appealing to me. As (a co-committee member) was saying today, you know, that career change because I wasn't ready to quit at fifty-five.

I Right. And yet sometimes you refer to being retired. I mean, I never would have....

R Yeh.

I ...ever suggested you were retired. I view you to have changed....

R Um-hum.

I ...your job. Do you feel retired? Do you feel changed?

R No, I don't feel retired but I'm classified that way by everybody that's had previous associations with me. My school board.

I You're just taking it easy.

R Yeh.

I (Laughs)

R Well, I suppose when you go on pension, take a pension, you're retired.

I Sure.

R It's a form of....

I You would fall into that category for them.

R Yeh, yes.

I Do you feel more like you just made a change?

R I just made a change. Yeh, I still feel that way.

I You're working like crazy.

R Yeh, yes. I still feel that way. I'm not retired, I've made a career change.

I Did you ponder any other alternatives or did the path seem laid out to you?

R The only alternative I pondered was whether I'd take the opportunity at the University or whether I would go straight into publishing only.

I Right.

R And I, at that point, made the decision to take the University opportunity offered to me as well as retaining the publishing aspect. Well, I then gave up the university and I'm in the publishing aspect now.

I Did you like the University experience?

R There were aspects of it that I enjoyed a great deal but there were aspects of it that really tied me down, tied me up. For instance, being there for that class. I felt a responsibility that's not necessarily with everybody at the University and that is, when I have a class on Monday morning, I'm going to be there.

I Uh-huh. Uh-huh.

R And, so it tied me down. And that was one of the things I was getting out of, was being tied down so much, and structured. The other aspect was the volume of work that it involved, marking for instance, preparation for classes, was cutting into other things I wanted to do.

I Did you get to do research?

R Yes, yeh.

I So, you realized the things you thought you'd get to do.

R Yes, I got the research. And I was glad to have the experience of teaching those kids for a couple .... I had three classes the first year.

I That's a lot. No wonder you felt tied down, that's a lot of university classes.

R Mind you, they only met once a week so, you know.... One class met twice a week. And then the second year, I only had one class with research taking up the balance of the time.

I Um.

R So...but even at that, you're tied down. And marking is a bearcat.

I Oh, yeh.

R As you know.

I At that level, you're looking for so much more.

R Yeh. And I suppose, at least I say to myself, I was very dedicated or very committed to doing an excellent job of it; not just put a red mark on a paper and hand it back with an 85 on it. And give them feedback.

I And if you're giving feedback, that's incredibly time-consuming.

R And I found that the University then was tying me down just as much as my full-time job at the School Board.

I Okay. How would you say you felt while you were pondering that switch, or even pondering the switch from university...

R Any of those?

I Yeh, during the sort of "thinking about change" time before you do it?

R Part of my whole philosophy was "I am overloaded with work. I want relief. How can I get relief and do some of the things I want to do?" So, when I left the School Board I was getting relief from what I thought was the 7:30 in the morning until supper time. Then, when I went to University I found it didn't give me as much relief as I wanted. So then I said I had to give that up. I wanted relief from being tied down; I wanted relief from jobs I didn't really want to do that much

so that I could do the things I wanted to do.

I Okay.

R And this is the hub, I think. I wanted certain things in my lifestyle and I wasn't getting it at the School Board, as you know. I was not prepared to sacrifice that aspect anymore for the School Board, the job I had there. Then I found I wasn't prepared to sacrifice those things for the University.

I So, you really weren't getting what you wanted at the University, either?

R No, no.

I When you got there, you discovered that it was just as much....

R My priorities were such that what I was getting at the University was lower than some of the other things I wanted.

I Okay, was that frustrating?

R It was frustrating, yeh.

I When you'd made that one change?

R Yeh, but I was prepared to live with it for a year or so. I still have an office there.

I Do you still have junk in your office?

R Oh, yes.

I Okay. Let's chat about ... we've talked about the actual leaving experience, the decision, ...

R I'll tell you something about that.

I Yeh, tell me about "leaving".

R The leaving was with mixed feelings because when I was working, I got a great deal of satisfaction out of working. I loved the people I was working with, I loved working with people, I loved going out and sitting down with teachers and seeing what was going on in the school and I felt that I was making a contribution but that's up to them to say. But I loved it. And to be cut off from that does create a void. I had to fill it with something else.

I Okay.

R When I went from the School Board to the University, okay, I filled it with kids. When I went from the University, left the university teaching, I had to fill it with something else.

I Right.

R And at the moment it's such things as this type of work,

I And this type of work is working on provincial committees, right?

R Yes. I know I spend more time with my family. I spend more time working for the publisher and I work <u>with</u> them now. It's not me sitting in my office and then send them something.

I I sent my publisher your business card and said, "Look, some publishers are really good to their authors."

R (Much laughing) Good for you.

I She said, "Well, cross out his name and write yours in." (Both laugh.) But I keep flashing your card at meals. I say, "I have a friend who's an author and look at what they...." (At this point, R declares an aside and discusses a humorous gift he has received from his publisher.)

R For instance, it's not unusual for me to spend time in the morning instead of dashing off to work by 7 or 7:15. I'll spend until 9 o'clock over breakfast or talking to my wife or listening to the radio or stuff like this or even the morning paper and then I'll get into my work. That's not unusual.

I And do you work at home?

R Yes.

I Do you have an office at home?

R Yes. But there was this exhilaration. Exhilaration, the word?

I Yeh.

R But yet a void, a feeling a void was coming. And the void never materialized, really, because it's all been

replaced and something else has taken its place. And do I would really question whether, when people leave, if people in leaving a career...

I Um-hum.

R ...have thought it through and know some of the things they want to do.... I've heard so many people say they fear that void; they don't know what they're going to do. I've never had that.

I (slowly) Okay.

R And so my anticipation, not my anticipation, my fear of a void being there has not materialized.

I But you did feel the fear.

R Yes, it's the anxiety.

I The anxiety of it?

R "The anxiety" is better than fear.

I You had almost the hesitation of that but luckily it didn't materialize.

R Right. I've seen so many people, when they leave, the first year they go back to their old office and talk to all the people there. They can't stay away. Well, the only time I've ever gone back, my wife accuses me of going back all the time, but it's because I've got business there or someone there phones and says, "Can you come down and talk about this" or whatever, you know. But I don't go down there just for the association of going there.

I So you would go for a specific purpose.

R Yes, exactly.

I Tell me how long ago you left each of those.

R Okay. I left the _____ Board in June, in July 30, '83.

I Okay.

R And then I worked classes for one full year at the University. (Pause) And a half a year, so that now puts me into '84.

I Right.

R And then in '85, I concluded my research.

I Right. That's the year of research, mainly research.

R Actually, the research completed in January, or well it would be around June of '86, when my research was completed at the University. June of '86.

I So it's certainly relatively recently that you've made the major career change. It's in the last nine months or whatever.

R Yes, yes, ... yeh.

I And the two jobs, just to clarify, the two jobs you left, one is with the Board, the _____ School System. And what did you do?

R I was Supervisor of _____.

I Okay, at the point where you left, you were acting as a supervisor and moved into a researcher/lecturer position at the University.

R Right, right.

I Left that, and now you're editor/writer.

R Right.

I Writer/editor? Which?

R I'm a general editor which means I have to write at times.

I Depending on what you're editing? Right? (Both chuckling)

R Yes, and depends on how well the authors have stated what they're supposed to state but I sometimes rewrite something that the author has said.

I Your chief task would be coordination, though, and consistency in works and making sure that people do their jobs.

R Right. And sometimes setting out the philosophy or the..., so on.

I I'm going to ask you how you informed several different groups of people of your decision to leave. And maybe what we'll do is take a look at leaving the school

system because it gives us a bigger choice of.... Okay, how did you tell your immediate supervisor? And who was your immediate supervisor?

R My immediate supervisor was a Director who was intermediate management. I informed him, just walked into his office and told him about it. It wasn't a surprise to him because we had been talking about this. He was on the verge of doing it also... making a break...so...

I The topic had come up between the two of you before...

R Yes...it was between the both of us at that time...he's also a good friend of mine...was and is...and the question we'd discussed doing it is the matter of when were we going to do it. He did his a year later than I did but so it wasn't unexpected and it wasn't a bolt out of the blue. Ah, where it was a bolt out of the blue though was when I wrote the letter to the Chief Superintendent and Personnel Superintendent notifying them that I was resigning...

I How did you know that was a bolt out of the blue? What reaction did you get?

R Well I got phone calls immediately and I happened to be in the Chief Superintendent's office when the memo came across his desk, a copy of my letter. (chuckle)

I How handy.

R Yes. I don't think it was totally a bolt out of the blue for him either. He had some knowledge that I was thinking about it. I like to think, you know, that it was a bit of a bolt. But both of the ... there's never any feeling of... or anybody saying "Hey, do you really want to retire? Don't you think you'd better stay another year. We need you." and stuff like that. And I was thankful about that. They accepted it with regrets and that was it. And with their blessings and that's nice, I think.

I What about other supervisors? I'm looking at basically the peer level.

R I think, for the most part.... Now, as you know, three years ago, and it's even worse today, there were a lot of pressures on supervisors at that time and they were saying "Oh, boy, I envy you". There's a lot of that. At the same time I think there were some that were saying "Yes, it's alright for him but I'm not going to" so I

don't think I affected anybody by it.

I No, but they had reactions to it?

R Yeh, yeh. And I think most of them, most of the reactions that I got, at least that was expressed to me, is "Hey, that's the way to go".

I So, envy?

R In some cases. And especially the fact that I wasn't just bowing out of education, wasn't retiring, in quotations, but rather a lateral move into another job that would coast me down ....

I and making a change.

R Yeh.

I Okay...who were your clients, would you say? Did you deal with teachers in the field in your role?

R Yeh, I dealt with all levels of management, actually, in the system because I was working directly with the Chief Superintendent on certain projects right on down to the classroom teacher.

I Would you work with principals?

R Yes.

I Coaching, directing, providing information?

R Yes. And classroom teacher.

I What about reactions from the variety of people, say teachers and principals? I am thinking of your clients, people you provided information for. Did you have any reaction there?

R Only in the same way, in the same general aspect. Oh, there's always somebody that says "it's too bad to see you go. We need people like you, you know" but I always think those are platitudes in a way, you know, and they weren't the type of thing that affected me.

I You left at a time when it's expected in education people will leave. It's not like it's February 10th and you said "I am leaving" and I think that changes the reactions of people.

R Yeh, that's right, yeh....

I A lot of leaving happens in June. Months of leaving.

R I left early enough that there was ample opportunity for my replacement to be chosen in a way that would not affect the rest of the system unduly and stuff like that, you know. And I think that that also created less impact then because it wasn't the domino effect because if I had left in the first of February then there would have been a domino effect throughout the system...

I As somebody replaced, replaced,...

R Yeh, whereas leaving when I did, the replacement was made over the summer when all normal replacements are made so therefore there's little disruption.

I Okay. You've mentioned that you and your wife talked about it prior to .... What about other family members or friends?

R Yes, I have our two daughters and their husbands and families knew I was doing it. Some of them are in education...

I So you chatted about it through the process of deciding?

R Yeh, and our friends. Some of them are in the position where they are contemplating it also. And, yeh, it wasn't done in a void, it wasn't done in a vacuum, nobody else knowing.

I So generally, their reactions were, um, there wouldn't be any surprise because everyone else knew you...

R Well, no. Certain close friends knew and they weren't saying anything. Others, outside of that close liaison, didn't know and I think there was some people surprised but not unduly, I don't think.

I Can you tell me about the day you left?

R Well, that's hard because there is no actual ... well, there is a day I finished but I had a month of holidays coming and I left the end of June. And there was the usual, well not necessarily usual but there was a group that had planned a retirement party for me.
(I and R have a humorous discussion about desserts)
They also know about my interest in native artifacts so they bought me an Eskimo carving.

I How wonderful. How did you feel that day?

R Up, up, up.(Emphatically) High, really flying high. I think it's either that or... you go one way or the other, I think, and I was flying high. There's no doubt about it. I have to go back and read, they gave me what people said, I have to read that to remember what they said. It was a real high.

I Exciting?

R Exciting.

I Would you have been anxious or not?

R Yes, but you know it's a real high to feel that you have the ... you're being honoured by a group of people that you've worked with. I was absolutely amazed at how many turned out. Sure, I worked in the system with 5000 teachers but I didn't work with everybody ...

I Right....

R And some people came out that I had been in their classroom maybe once but evidently I had an impact or else they wouldn't have come. And that's the type of thing that gave me the high, was to think that these people aren't coming just for the show of being there because that's the place to be. That is not the case. So they must have had some feeling towards me...

I To make the effort to be there?

R Yeh, and that is a real high to have a group of people come out and honour you, help you celebrate leaving.

I When would you say you came down?

R It's long time. I still.... I've come down but all I have to do is look at some of those mementos and back up again. You know, little things. One of the things that the committee did was have the secretary, my secretary, type on a ribbon all the names of all the people who were there. And it hangs in my study, it's all tied in a bow with these ribbons hanging out with all the names on it.

I That's a nice idea.

R It is. And it's something that makes me feel good about the work I did with, and in, the School Board. After three years I still get a feeling right there (pats heart). Yeh.

I We talked about being in the Superintendent's office when your letter arrived. Are there any other stories of odd reactions? Can you think of anything else that was odd? .... There might not be; that might be it.

R No, I don't know about that. If something else comes up, I'll let you know. I don't know of any right off hand. You know, there were quite a number of people really were envious. I think envious is... I don't mean really great big envy. They would like to have been in my spot when it came to...I could make the move from what I was doing into a new setting where there would be less stress and problems, because you're new in it, of the university. A lot of people look at the university and say "Wouldn't that be a nice cushy job". Well, let me tell you.... But I was able to make that lateral movement, if you like, I don't think it's a movement up. The university may not agree, but I don't think it's a step up, I think it's a lateral movement. I felt I was very lucky to get it and a lot of people agreed with me that I was lucky to be able to do that. So that came through in a lot of the comments.

I You sound really fond of memories, of the actual leaving experience.

R Oh, yeh.

I Some hesitation, some anxiety, but those were perhaps less than the fond thoughts you have.

R Yeh, definitely. I have fond memories of the work I had with the Board and also of the whole process of leaving. I was going out with a very positive view to the job I was leaving and I've seen a number of people, one was very dear friend of mine, who left under a complete... well, he felt so badly about it he couldn't even go back to the School Board office without getting a darn near heart seizure. That's how intense his feelings were against the system. And I felt so good that I was going out with a very, very positive view to the system, to the people I'd worked with, to the whole system. I felt so positive about it and I was feeling good that I was going out with that, I was leaving with that positive feeling.

I That's very different, I think, than some people's reaction. That's very good but it's very different...

R Well, I had seen a lot of people, as a supervisor of _____, I had seen a lot of people who left education with anything but a positive view for one reason or

another. Maybe they had been asked to leave or whatever reason, they were forced to leave by health or forced to leave by circumstances or whatever and so many of them had very negative views. It was a traumatic down for them. One person, he wouldn't even go to his retirement party.

I That must be really down...and really unhappy. And I'm sure that there are people who leave like that.

R And for me to be going out feeling so positive about it, it was a real high.

I Okay. So, you're through the party and you get home. Can you tell me a little bit about how you felt in the first few days after you left?

R Well, if I recall correctly, I walked out of one job and right into another. And so, it's again that void. I had so many things that were waiting to be done. I didn't feel a void. I didn't feel that "hey, what am I going to do tomorrow morning". I knew what I was going to do tomorrow morning. We'd already made some plans. For instance, I'd bought a motor home the year before. We love camping. We love the mountains. We love going. So we were able to go. We were able to do the things that I'd been putting off doing for a while.

I Would you say that consciously or unconsciously - either way - that you did this to protect yourself from a void?

R Yes, very definitely. I think it was conscious. I think it was very conscious. I'd heard so many people say "after I retired, I didn't know what I was going to do. I got up and there was no purpose in life for me." And there's no way I was going to have no purpose in life. And so, yeh, I think it was very conscious, very conscious. Mind you, my wife was very helpful in this. She's a very down-to-earth person, she goes right up high with me too. But she's down-to-earth enough to say "hey, you got a job. This is going to be a problem if you don't do something about it".

I So she wasn't going to take any nonsense from you...

R That's right.

I Would you say that's a main supporting factor in how it went?

R Oh, I think it's very important and she was a major role in it.

I How else do you think leaving that job affected your family? Are there any other ways it affected them?

R I don't know....

I And the benefits?

R The benefits are that I'm around more often than I...

I Like the paper reading and having coffee in the morning...

R And, for instance, our daughter, who has a six year old, got a call. She's a teacher, our daughter's a teacher. Her husband is, too. (She)...got a call to ask if she would sub. Well, she did. Well, then it turned out to be a full time job, not a half time like she wanted. And one day her little six year old was sick. So who was going to look after him? So, she calls on grandpa and grandma and we took our turns and I tell you, it's nice to get to know your grandkids which I didn't have time to do before.

I Before. And it also gives you the opportunity to do that kind of thing for the family when you have some time freedom. How would you say... has it affected your friends in any way?

R Yes, I see more of them. When I was on the job, very seldom would we go out on a regular basis and associate with friends on a regular basis. Now we associate. Monday nights, we visit so-and-so; Tuesday nights, we visit so-and-so. The rest of the week we stay home, that sort of thing.

I Sometimes you come to Edmonton.

R Right.

I How has it affected you?

R Well, okay, there's another aspect I have to mention. That was that I was very hyper and I was up, I had health problems. One was a form of arthritis which wasn't diagnosed until I was finished, until I left the Board but it was aggravated by tension.

I So, it had been troublesome even if not diagnosed.

R For possibly four years I don't think I was without a headache more than twenty days a year unless I was on medication. Now, ... got that resolved. I don't think I have had a headache two days in the past two years. So healthwise....

I Sounds like it was a plus.

R Yeh. Definitely. There's no question about it. And I can now sleep through the night which I didn't do before. I would be awake at 4 o'clock in the morning. I'd get up because there was no point in lying there. And that's when I did my work.

I Does that sound familiar?

R Yes. Yes, definitely. It was a real plus healthwise. My whole mental set is just one of more relaxation, relaxed. I can get extremely intense when I have to, when there is a need. But I can relax, I can set it aside when I don't want to be.

I It sounds wonderful.

R I've read books that I have been leaving on the shelf. I intended to read them but I finally got around to reading them.

I A couple of questions that I actually know the answers to but briefly - what is happening now? What are you doing now?

R I have one outside the family thing. I am the general editor on several series of books which can be a full time job if I let it which also involves doing consulting work for the publisher, promoting materials, finding out what is going on and so on so I travel some. Then I pick up small contracts like this type of thing that we are doing for Alberta Ed now and I've had a couple of those. And I've quite a number that I've turned down; I just couldn't take them, I'm too busy. And outside of that, I do such things around with my wife such as deciding how we are going to renovate our bathrooms next month.

I And you also travel....

R Yes, we travel a lot. Between now and...there's no major trip this year like last year - we went to Africa for instance. But we're going to California in April, we're going to Ontario to visit relatives and to do a little work there in May, we're going to Vancouver

in August, we're going to spend a month in Nova Scotia and Newfoundland in August.

I Sounds wonderful.

R Then we're looking at the Fall. We don't know what we are going to do there but definitely we are going to do something in the Fall. Yeh, we travel a lot.

I That must be part of the freedom that you feel...

R Yeh, that's exactly it.

I Freedom to do that. Okay, we just have a couple of questions left. What did you like best about being a teacher? These are more general. What did you like best about being a teacher?

R Ah, I think I.... I don't know when this came to me, I think it possibly did somewhere along the line when I was a teacher because that's the reason why I stayed at it... It's like Les said "I had other opportunities but why did I stay". I really felt a commitment to education, to people. What I liked about it was the working with people.

I Okay.

R Not working for people, working with people. And I'm not quite so esoteric or so elevating myself that I would say that I contributed a great deal to people but I think I did. I think I had something to offer and I know there are people that maintain that I did nothing for them. That's fine. I can live with that.

I Just the kind of feedback you need...

(Both chuckling)

I Keeps you humble.

R Keeps your feet with a little clay on it.

I That's better.

R Yeh, I really enjoy the feeling of working with people. It's people I like. And to have worked in an office where I couldn't work with people would just drive me wacky. In fact, that was one of my shortcomings in the office. I would often leave the mundane things that I had to do myself in my office and go out and talk to my peers about what they're doing and hearing what they're

doing and so on and get ideas from them and try to generate ideas that I would not get my own work done. Because I like people.

I What did you dislike about being a teacher?

R I think I disliked some of the tasks that I saw one had to do that which no effect on education. There is so many things that you have to do for whatever reason that really has little impact on the school system except that it fills somebody's filing cabinet. And that is what I hated most. I don't even mind marking papers, really, if I feel that I can sit down and discuss it with the student afterwards. But if I'm just going to mark the paper and hand it back and it goes in the garbage can, forget it.

I So the futility of that bothers you?

R Yes. What I want though is a reaction from people. If I felt I was getting a reaction from people out of that document I prepared whether it be marking papers or writing a report or whatever, then I didn't mind doing it, I enjoyed doing it because I anticipate what reaction am I going to get from people. Then that's fine, I like that.

I The deadly question - describe yourself as a teacher. This could be brutal.

R The problem there is that you have to broaden the normal sense of the word teacher because for last fifteen years I wasn't a teacher...

I Well, the last two though...you taught at the university. Did you have thoughts about how you were as a teacher?

R I would rather approach teacher in the broader sense of working with people to help them learn.

I Okay, sure.

R And here again, my basic philosophy, and I analyzed this somewhere along the line I analyzed it, what would I do as a teacher in helping people learn. And the main thing was that I would work for an attitude first. Could I get the person to want to learn, and could I get the person to kind of like what they were doing, and that involved getting the person to like themselves. And then I could work on the content. The content comes easily after that. And I think when I

went in the classroom or in the school to meet with a teacher who might be having trouble or wanting some help or whatever I'm in there for, I'd find out what the teacher was doing and what they're doing well and then start building from that point. How can we work on that? How can we go from there to help with some of the areas that we are having concerns about or that somebody is having concerns about? That helps a person to feel good about themselves because I've accepted them.

I So you see it as supportive for the person themselves and then the content?

R Support the person, get them feeling good, get them to realize that they are a very important person. Feel good about themselves and then they're willing to do anything.

(The tape was switched at this point)

R ... required that I evaluate what I do periodically in the past fifteen years. And then changing jobs periodically required me to write dossiers or resumes and state your philosophy of education and so on.

I So you would have to have thought about yourself as that professional.

R Right. And that's when I came up with the idea that what is a teacher and I didn't feel a teacher is a conveyor of information. That's there, okay, you've got some of that to do too but that's not the major role of a teacher. If that's the only thing a teacher is, then dispense with them and give them a tape recorder filled with the information. (laughs)

I Were you a good teacher?

R I think so. I say that because there are things that indicated that. I wouldn't have received the promotions I did and the letters of support I did if I didn't.... And I'm in a very fortunate position. I got that feedback from various sources and it made me feel good about teaching whereas some people who leave teaching don't have that feedback. Unfortunately, very sad. Like you could spend thirty years, thirty-five years and don't get feedback - what a deadly situation. I feel sorry for people like that. I feel sorry for a anybody on the job who does anything. Remember we were talking about that work today.

I Yes, yes.

R Anybody who works at a job and that job is strictly a boring dull job with no feedback - oh, I feel sorry for those people.

I Which brings me to the next question. What, if anything - under what conditions - would you consider returning to teaching? What, if anything, would make you go back?

R If I was twenty years younger. (both laugh) I wouldn't mind returning. It's not the work that would keep me from going back. It's because I have other things that are interesting me a great deal. I don't know what would cause me to go back because at the moment I'm too pleased with what I am doing and satisfied with what I am doing but it is not that I didn't like what I was doing that I didn't go back. It's just that...

I You're happy with the change...

R I'm happy with the change. And I'm happy with the rewards that I am getting from the change. And I figure that when you make a change, you decide to leave something behind and I left that behind and I have no regrets. In fact, I have only fond memories of what I left behind ... so I don't want to go back.

I Last question. What advice would you offer to someone who wanted to leave teaching?

R Get your house in order as to what you plan to do. And that involves financial, that involves know what you want in lifestyle and know how you are going to meet those needs that you have for your lifestyle. I know people who have retired with the whole intention that they don't intend to do anything except what they do in their little circle of reading and visiting and travelling and what not. And some people never intend to travel. But they have it all figured out how they are going to run their life. They know what they want in their lifestyle. I think that's the important point - know what you want or have a definite plan of what you think you want and know how to achieve it, how you are going to achieve it.

I Which might be the most important thing.

R Yes, have a plan for achieving what you want. And I think the other thing is you want to plan to fill that void with something. Don't go into retirement with I'm going to figure out tomorrow what I'm going to do. But

rather, have some definite plans. And whatever you do, if you have a spouse, have that spouse plan with you, seeing eye to eye with you. My wife and I have had some disagreements as to what - we knew what we were going to do, but how we were going to do it we didn't agree on. And you know, it's a part of life that you don't always agree with everything.

I So, it's really important to talk that over?

R Yeh, yeh. And I think that we have to acknowledge financial means as very important. And they can't forget it. They've got to make darn sure that their financial means are such that they can achieve, pay for what they want. And if you can't, boy, you'd better think twice about retiring because there's nothing like being unhappy and poverty stricken. Bad enough being poverty stricken if you're not unhappy.

I Is there anything else you want to add?

R Well, I think a person retiring has to plan ahead. You plan ahead when you're teaching all the time.

I Good point.

R Yet so many people who are in teaching fail to plan ahead to retirement. Our daughter, at one time, was teaching blind children and with the means of putting everything into Braille, she had to plan most of her work six months ahead of time. Every test that she had, and that was a one page document, had to be planned one month ahead. And I thought about that afterwards. You know, our daughter looks back at it and says that was a tremendous experience for me, it was very hard but it told me that I could plan ahead. She doesn't like it; she doesn't because she couldn't respond what happened yesterday in class. (Both discuss briefly the difficulties of teaching in this situation) Teachers maintain that they always plan but they don't. A lot of teachers only plan when they have to. And I think they look at retirement as one of the places where they don't have to until they get there. And that's wrong. I think you've got to plan ahead.

APPENDIX F

Reasons for Staying in Teaching: Survey Responses

(Given by Subjects who have considered leaving teaching)

Ss	Reason	Reason	Reason
1	enjoy the kids	like the subject area	
2	if you leave, it is difficult to return	good salary	enjoy students
3	I make learning a "meaningful" experience and enjoy seeing the look of anticipation on student faces	what I have to teach is so important for students to learn to become productive and contributive members of our society	
4	contact with people - students and colleagues	financial security/job security	variety and challenge of the job
8	sense of challenge - the desire to change "things"		
9	I love teaching i.e. interactions with students		
10	It's not the actual teaching that forces one to think of leaving;rather the outside influences (administrator, public demands and expectations)		

11	To this point I have found teaching to be a very rewarding and fulfilling experience. Working conditions and staff relations have also been positive and have not been of great concern to me		
12	I love to work with young people	I love to teach	I love to coach
14	Like the students	Like the (subject area)	holidays
15	I need the money	I teach some interesting subject matter	
17	difficulties with students and programs have been in the minority and do not last	I'm happy with my job 80% of the time	Seeing children progress especially in later years is very satisfying
18	enjoy teaching	autonomy of classroom work	weekends and holidays
19	I have changed teaching area within high school and feel I have found an area I would like to stay in		
20	close to the end of my career and trying to accumulate as many years as possible for pension		

21	support of children until they are through school		
22	self fulfilment	commitment	enjoy the staff/students
23	(enjoy) student interaction/ teaching young people	salary	holidays
24	found many new ways to teach and content has changed		
25	very satisfying balance in my life (teaching part time) between staying at home with the kids and being able to work	I enjoy the work and can do it well enough now so that it does not frustrate me	I enjoy being with other staff/students
28	less pressure as it is not a product oriented business	security as a government employee	holidays/salary
29	when I can help a child to understand something that has previously been a mystery, I know that teaching is the right career for me		

30	I feel I am a born teacher -it is the area (after experimenting in many) in which I find the greatest satisfaction, have the greatest expertise, enthusiasm, and dedication. Also, I believe teaching is an essential service to society and I want to make a tangible influence in my world		
35	I love kids	I love ideas - teaching does afford one (opportunity) to read and think	